DOCUMENT RESUME

ED 025 913 EF 002 255

By-Fifield, M. F.

A Good University Physical Plant Organization and What Makes It Click. Revised July 1966.

Pub Date Nov 63
Note-23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors-*Administrative Organization, Administrative Personnel, *Administrator Guides, Administrator Responsibility, *Budgeting, Job Training, Leadership Qualities, *Leadership Responsibility, *Organization, Safety

The organization and administration of a university or college physical plant department is dealt with specifically. The following aspects of a good physical plant department are discussed--(1) leadership, (2) organization, (3) communications, (4) budgetary support, (5) facilities and equipment, (6) skill of personnel, (7) design to serve, (8) safety, (9) loyalty, (10) resourcefulness, (11) training, and (12) morale. (FS)

ED025913

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A GOOD UNIVERSITY PHYSICAL PLANT ORGANIZATION AND WHAT MAKES IT CLICK

By

M. F. Fifield
Director, Physical Plant Department
The University of New Mexico
Albuquerque, New Mexico

First Printing - November 1963
Second Printing (Revision I) - April 1964
Third Printing (Revision II) - July 1966

EF 002255

PREFACE

While this paper deals specifically with the organization and administration of a University or College Physical Plant Department, it is obvious that the basic principles which the writer has endeavored to outline herein would also apply to any service or staff type organization in a democratic society.

The paper was first prepared for a briefing involving a reorganization of the Physical Plant Department at the University of New Mexico, effective on January 1, 1963. It was subsequently revised for presentation at the following meetings or workshops:

CUSTODIAL WORKSHOP
UNIVERSITY OF NEW MEXICO
July 26, 1963

NAPPA WORKSHOP
PURDUE UNIVERSITY
1963, 1964, 1965

ROCKY MOUNTAIN REGIONAL ASSOCIATION
OF PHYSICAL PLANT ADMINISTRATORS
ARIZONA STATE UNIVERSITY
November 21, 1963

ASSOCIATION OF COLLEGE & UNIVERSITY
HOUSING OFFICERS (ACUHO)
PURDUE UNIVERSITY
August 2, 1966

PHYSICAL PLANT SUPERVISOR'S WORKSHOP
NORTH CAROLINA STATE UNIVERSITY
August 3-5, 1966

In presenting this paper, the writer does not wish to imply that the Physical Plant Department at the University of New Mexico completely fulfills all categories of good operation. No man-made organization could do this. However, the writer is anxious to humbly acknowledge that he feels the UNM Physical Plant Department would average out very well with the best in the country, considering, of course, manpower and budget limitations. And, what is most important, the challenge is ever present for all of us to improve our staff/service operations and thus help make our educational system a model for the free world.

PREFACE FOR REVISION II

In the two years since the printing of the first revision of "A Good University Physical Plant Organization," the presentation has been given a number of times including two Physical Plant Workshops at Purdue University. During this period a good many thoughts and suggestions have been raised by and received from the various groups and workshop participants which have provoked helpful and beneficial modification and adjustment in the basic presentation.

Thus, Revision II is an effort to keep the presentation up-to-date and to place in print the writer's latest thinking in this complex subject of organizational management. The writer gratefully acknowledges the many ideas and thoughts presented in the discussion interchanges, both privately and in groups. We are none of us independent of our fellow man, our fellow employees or the society and environment in which we live. And thus, the changes in Revision II are really the thoughts of many capable people who were kind enough to let me host and filter thoughts or suggestions and pass it on in this revised paper.

To all who have now participated in this mutual project, we offer a sincere and grateful - Thank you. MFF

WHAT MAKES A GOOD PHYSICAL PLANT ORGANIZATION?

A list of the salient ingredients of a good organization should certainly include:

Leadership	Desire to Serve
Organization	Safety
Good Communications	Loyalty
Budgetary Support	Resourcefulness
Plant and Equipment	Training
Skill of Personnel	Morale

Now, let's take them one at a time:

LEADERSHIP In no other civilian endeavor that we know of is this particular quality more necessary. The prompt, aggressive, tenacious, accurate, professional, decision making and action producing capability of the director and his staff is a most necessary ingredient. And, it should not be overlooked that in a virile, growing organization a progressive advancement and recognition of leadership qualities throughout the organization must be fostered. The ideal is to have many rank-in-file workers who are prospective leading men; each leading man a potential group leader; each group leader a possible assistant supervisor; each assistant supervisor a future supervisor; each supervisor a candidate for manager, and each manager an understudy for the director.

In fact, leadership and good foremanship are so important that we could spend a whole hour elaborating upon the details of its unique and prominent niche in our organization. Suffice to say, if it's right you have team play. If it's wrong you have varying degrees of ineptness and chaos.

The problem of instilling real leadership qualities among the supervisory personnel within the UNM Physical Plant Department became so pressing an issue, we proceeded to prepare a slide/tape presentation to treat this subject in depth. Accordingly, in 1964 a 21 minute presentation entitled "Whose Got the Lead - You, That's Who" was completed. It takes the supervisor through 30 key supervisory problems and pitfalls and tells him how they should be handled. As for each of the several UNM produced slide/tapes mentioned in this paper, copies of the final scripts are available on request.

Of all the many excellent statements on Leadership, the one we like the best is by ADMIRAL Arleigh BURKE when he was Chief of Naval Operations.

> "The greatest leaders of our time, as well as those in the past, have always been those who had a keen understanding of their men. They used this understanding to inspire them to higher performances than the individual was aware he was giving. This has been true in the past, it will be true in the future."

2. "Complete administrative duplication at the Director's level." There are so many administrative job tasks in a Physical Plant Department, it just doesn't seem possible that a Director would knowingly exactly duplicate or back up his own assignment with an Assistant Director. Such a practice wastes administrative talent. It also provides a fertile field for misunderstanding and confusion. This doesn't mean to say that several appropriate assistants should not be frequently cut in on the Director's operations. Conversely, the Director should keep himself informed on the main problems of his assistants.

3. "Bypassing the organizational chart." What good is a plan if you don't follow it? If the plan won't work then maybe it's organized wrong. Of necessity we'll have to get farther into this weakness so fraught with human behavior.

4. "Grouping non-related categories or functions." This is a sure way to get into organizational trouble. Even though you lack the personnel, it's far better to provide proper related organizational grouping in order that all related job tasks may be performed with a minimum of delay and confusion. This may temporarily overwork a supervisor or manager, but if you have set up the organization so it can properly function, your chart may help you prove your urgent need for additional personnel.

5. "Mission vs. personnel idiosyncrasies." Place the proper peg in the right hole and you have no problem in this area - but let an important cog in your organizational machinery get out of phase or forget your overall mission and you've got problems. If a key member of your staff is incompatible with significant segments of the campus family (faculty, student body, staff or the general public) - better move him or let him go. It doesn't get easier to delay making proper and necessary organizational changes as soon as the solution is apparent.

6. "Overlooking functions or sections." It doesn't seem necessary to advance this possibility. It wouldn't happen in a well thought out organization.

7. "Failure to publish chart." This is probably one of the most frequent weaknesses. What good does the chart do for your organization if that organization doesn't know how you expect it to function? And how about the several departments and colleges at your university? Don't you suppose that the dean or department head of each would like to know how the department that services his department functions? They'll never know if the chart is kept in a desk drawer.

8. "Maximum number of people a single individual can directly supervise." Several experts on organizational theory make quite a point on this detail. The average recommendation seems to be 7 or 8. One author allows as many as 15. In any event, the director should not have more than 8 to 10 supervisors reporting directly to himself. Any more than this and the director may be not only tying himself to detail, but also is not freeing himself for some of the imaginative thinking and planning that is so necessary in the Physical Plant Director's office in a progressive, growing institution.

ORGANIZATION We feel a definition or two is a good way to start the most important discussion on the subject of organization. We like the definition advanced by Pfiffner & Sherwood in ADMINISTRATIVE ORGANIZATION, (Prentice-Hall, Inc. 1960):

> "Organization is the pattern of ways in which large numbers of people, too many to have intimate face-to-face contact with all others and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic establishment and accomplishment of mutually agreed purposes."

Another author we like to quote on organization is Dr. Richard H. Clough, Dean of the College of Engineering at the University of New Mexico. In his book, CONSTRUCTION CONTRACTING published by John Wiley & Sons, Inc., 1960, Dean Clough outlines Organization Principles as follows:

"1. A recognition of aims & goals of enterprise.
2. An indication of definite lines of supervision and communication.
   A. Training of substitutes to function in emergencies.
3. Delegation of authority with power to make decisions."

From the above it's easy to see we need one more definition ---- the mission of a Physical Plant organization. We would like to advance the following: The mission of a Physical Plant organization is to provide the best possible facilities and climate to support the instruction and learning program for the entire university.

If you agree to the definition of our mission, I believe we can next proceed to discuss arrangements of lines of supervision and communication - or the organization chart itself.

A proposed organization chart might be tested by critically applying the following questions:

1. Is the chart properly arranged to accomplish the mission? Are the assignments split into reasonable categories?
2. Does it invite efficiency of operation?
3. Does it avoid duplication?
4. Does it permit communciation?
5. Is there reasonable and efficient accounting?
6. Are the key assignments spelled out? A refinement of this is to prepare job descriptions.
7. Does it do the job?

And while we're at it let's discuss a few organizational weaknesses:

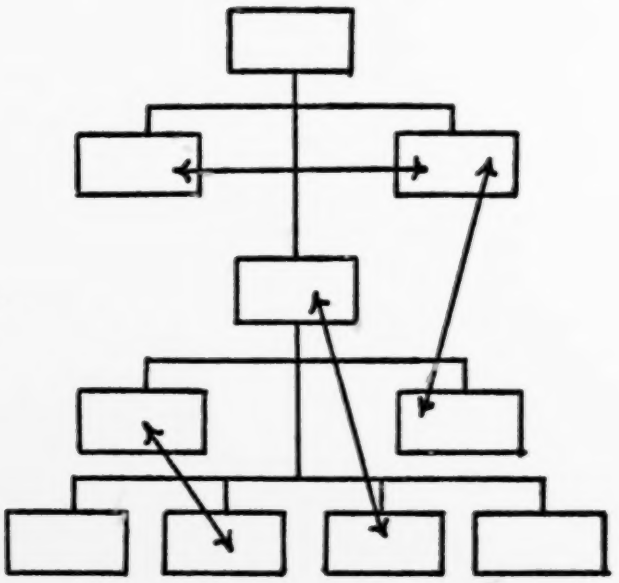
1. "One man operation." With the arrival of the "Tidal Wave", most Physical Plant organizations have found it was absolutely necessary to abandon the one man operation in favor of the coordinated and diversified team-play type of operation. To delegate authority is a most serious and responsible task. To fail to do so is a flagrant violation of one of the basic principles required by a large and responsible service organization if it is to function properly.

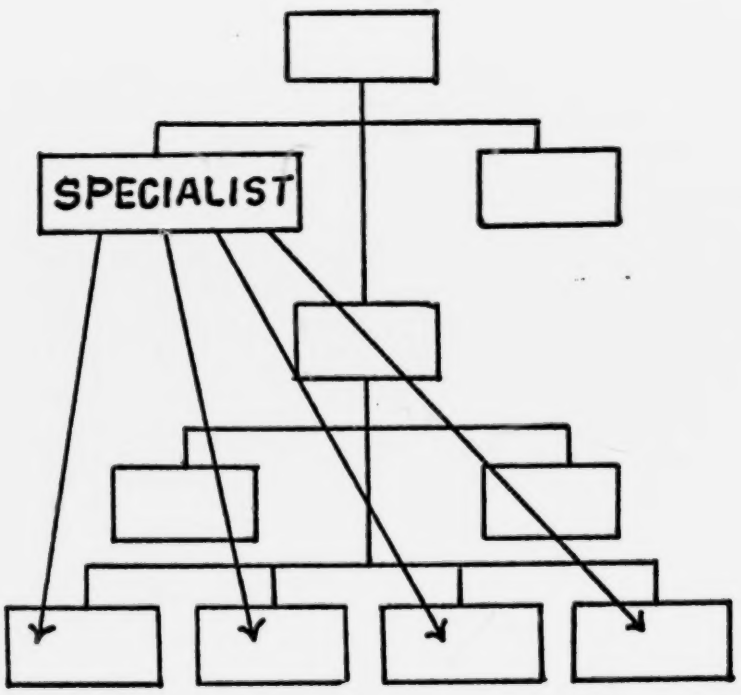
Ok. We have stated some criteria for our organization - let's mention another fact that should be borne in mind. No matter how intelligently and carefully you plan your organization it's not going to work quite that way because of the people in it. Going back to Pfiffner & Sherwood, they call this "Organizational Overlays."

Here are a few samples:

Sociometric Overlay

Briefly, most people work a little better with one or more of their fellows than they do with others. The psychologist would call this social attraction or rejection. Diagrammatically this distorts the chart thusly:

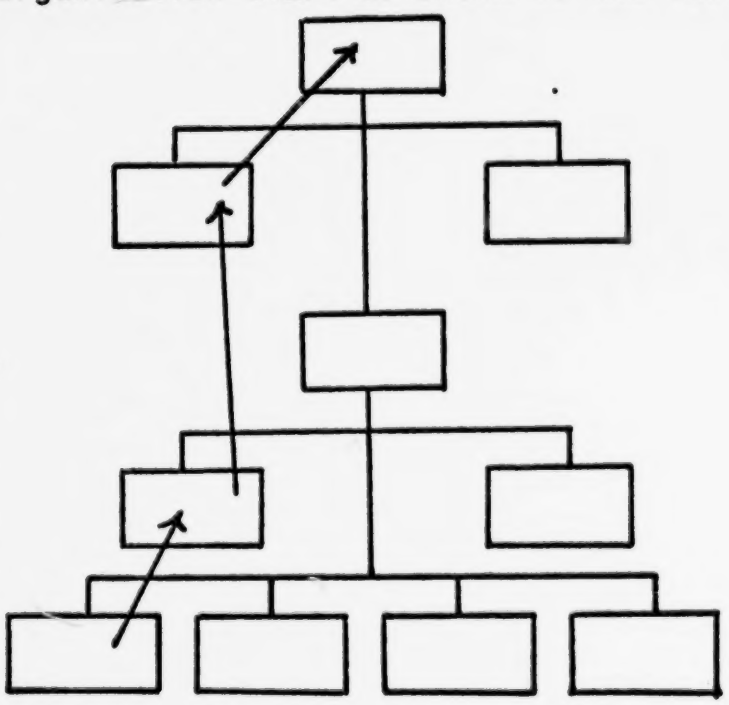


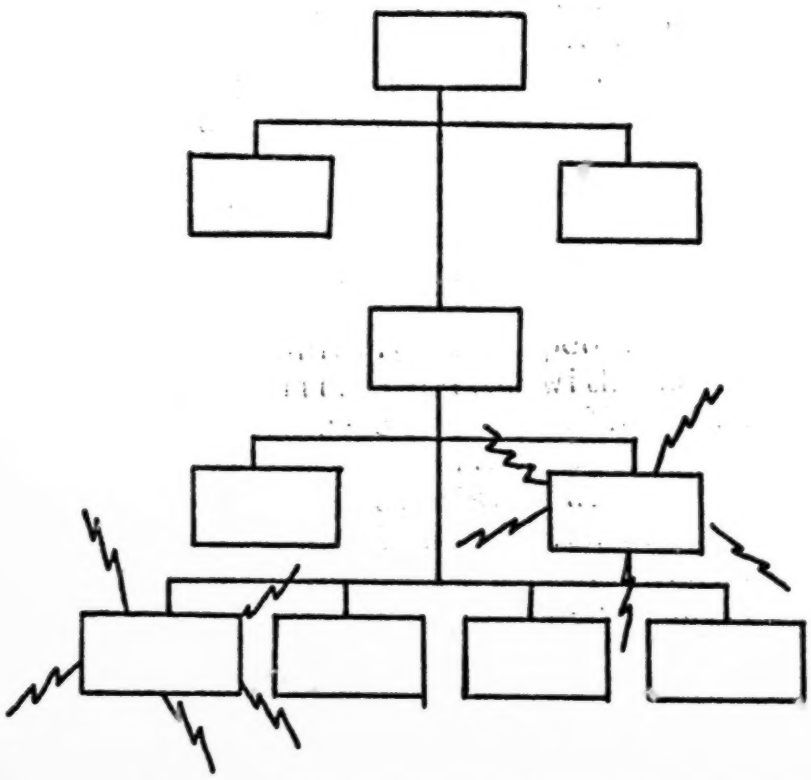


Functional Overlay All organizations of any degree of complication have specialists or consultants. These are real intellectual leaders who are well versed engineers, scientists, architects or specialists in one field or another. They are usually in the organization chart in an advisory status to the director. But because the action guys (shop or section supervisor) know that this specialist has written the technical instructions they are to follow, they naturally ask him related questions. If the specialist isn't careful pretty soon he's giving line instructions for execution and bypassing one or more key people on your organization chart as shown to the left.

Decision Overlay

This is called by Pfiffner & Sherwood as the "Power & Authority or Influence Network." We could give a long, detailed resume of this phenomenon but will simply say that some people reject or shun power and authority and some assume it. Thus, one supervisor we'll call Tom may say, "I don't care to be bothered with that problem, take it to Joe." The first thing you know a rapport has been established completely bypassing Tom on all problems thusly:





And, finally you have the pure Power Overlay. In this an incumbent has been in a job so long that nothing anywhere in the organization functions without clearing with this individual who many times has both longevity and experience but may lack tact and judgment. This is one of the most disturbing influences. It may be simply shown in the chart to the left:

In previous presentations we usually gave the ideal organization chart for a Physical Plant organization in an institution with a 10,000 to 15,000 enrollment.

Because most of our readers thought this ideal chart is what we actually had at UNM, we usually ended up giving them our chart for UNM anyway. For this reason we have deleted from Revision II an actual ideal organization chart and have simply shown what we have at UNM as of July 1, 1966. (See Appendix A). Incidentally, our enrollment in the fall term of 1966 is estimated to be 14,000. This chart is not ideal. They never are. However, the chart does generally follow the tenets for a good organization as listed herein.

COMMUNICATIONS This is a common requirement for any organization be it a church, a corporation, a partnership, a military unit or a Physical Plant Department.

We might start by saying communication is a problem with many angles and facets. We could represent its complexity this way:

How do we communicate:

With other departments?
Within the Physical Plant?
With the student body?
With the public (or taxpayer)?

All of us are Departmental Ambassadors

For the purpose of this paper, let's hope that if we solve the communication problems within the Physical Plant Department, we will be communication minded enough to communicate with organizations inside and outside the university.

Accordingly, here are our suggestions for good communications within the Physical Plant Department.

1. Before communicating do we know the problem ourselves:

   A. What is the scope?
   B. What are the alternatives?
   C. Do you know why?
   D. Do you agree? Talk over disagreement with manager or director- not workers.
   E. Are correct men, materials and equipment available?
   F. Is it safe?
   G. Value of "talk over" supervisor meeting on larger job.

2. Do we try to communicate efficiently?

   A. Try to communicate without delay by involving minimum number of necessary people to do adequate job.

      (1) Manager to Supervisor.
      (2) Supervisor to Leading Man.
      (3) Leading Man and Supervisor to workers.
      (4) Cross communication Supervisor to Supervisor.

   B. Is ours a two-way system?

      (1) Do we communicate to all employee levels?
      (2) Do we let them communicate with us? (Opportunity for idea interplay).
      (3) Have we conveyed proper and permissable procedure for communication between worker and director?

   C. Advantages of written communication.

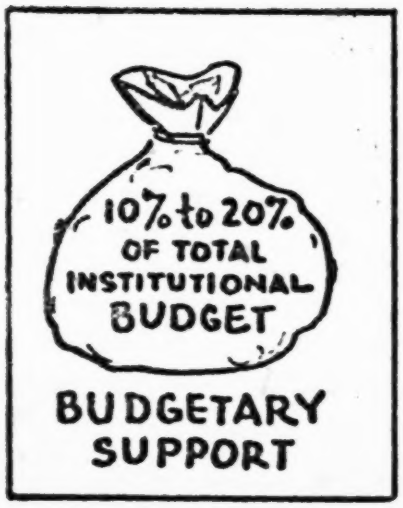
      (1) Avoids misunderstanding and permits repeated reference.
      (2) Does not require personal contact.
      (3) Enables efficient relay.
      (4) Enables confirmation of verbal discussion.
      (5) If verbal order is important to you make yourself a written note. (Note to file.)

3. Value of communications on morale.

   A. Worker vs Supervisor survey. See APPENDIX B

      (1) Feeling in on things vs pay.
      (2) Make 'em feel like they belong.
   B. Know your men - reasonable use of time to say "Good Morning".
   C. Supervisor, section and work party meetings.
   D. The "Happy Ship" concept.

Before we leave the area of Communications, let's discuss for just a moment, a unique and exciting project presently underway at UNM. After viewing some of our slide/tapes, President Popejoy suggested we use this medium to convey to the dean, department head and the departmental secretary, the services available at UNM and how to get them. Thus, we're in the midst of preparing the script for the first pilot slide/tape on Physical Plant service. As soon as it is completed and approved, we intend to work with the directors of UNM's other service agencies and come up with a complete UNM service presentation. And guess who will introduce the presentation? You probably have guessed - President Popejoy. With his own voice on the tape. That's real communication!



BUDGETARY SUPPORT As you see I don't make this the most important ingredient - but it's well toward the head of my list. Certainly the Physical Plant Department of any organization could not function without financial support. Since this support varies between institutions it has a significant bearing on the performance of the service organization. Dr. John Dale Russell* has frequently stated that a reasonable rule of thumb for an average educational institution is that about 15% of the total educational budget should be allocated to the operation and maintenance of the Physical Plant. Where proper maintenance has not been handled it may require more - certainly many schools function with less. Suffice to say, it is most necessary to try to spend every single cent you have so that it goes the farthest and does the most at your institution. If you don't have the budget you perhaps should have, and yet are not spending your budget right in every category - then, at least you have room to improve and show you deserve the extra monies you feel you justly deserve. This is one of the challenges we can accept and work with.

But let's look at where our monies come from. They are:

1. Direct Budget.
2. Capital Plant Improvements.
3. Auxiliary Enterprise Work.
4. Special Activities.
5. Surplus property Acquisitions and Gifts.

Probably one of the biggest areas of proper administration is in the accounting of our expenditures. The electronic computer adapted to the Physical Plant and coordinated with the business office and its payroll and inventory controls is one of the most progressive steps a Physical Plant Department can consider and make.

*Director Emeritus, Office of Institutional Research, New York University; Institutional Research Consultant.

FACILITIES AND EQUIPMENT Who can deny the merits of this category. It's a little like "counting your blessings" for when you get down to it you may be better off than you think. Here are some of the items in this category that bear appraisal and close scrutiny:

Buildings

1. The new building program offers a challenge to get a new building in excellent repair and with some of the maintenance features you are able to specify or sell.
2. With the construction of new buildings, many times a substandard building can be removed - or perhaps completely remodeled for a different department. Surely this remodeling enables you to correct a few "dogs" or deficiencies.
3. And not the least important is, of course, your own service buildings, be they meager or completely adequate.

Utilities

Your utility producing and distribution facilities including its capability for future expansion.

Service Centers

The mechanical equipment rooms, custodial closets, electrical closets, switch gear rooms and substations.

Exterior Surfaces

The campus drives, sidewalks, fields and landscaped areas.

Now if you don't have all the facilities and equipment you feel you should have, perhaps it is your move to initiate thought and action by your administration along this line. Some tips:

1. Collect accurate and professional data to support your proposal. Perhaps an outside consultant can be employed to good advantage. As you well know, a qualified outsider can sometimes help "sell" a project better than the "hometown boy."
2. Make a date with your key administrative officers so that at their convenience you can have an hour of their time when they are most receptive and with no other unusually pressing campus problems, such as budgets, crash programs, etc. Usually a Monday or Tuesday morning at a removed location from their normal habitat, and away from their telephone, is desirable.
3. Don't try to "sell" the whole program that first meeting. By good logic supported with cost estimates, savings to be derived, and payouts just "sow the seed."
4. At frequent intervals when the subject comes up, "water the seed" with a little reminder.
5. Then, well before the eleventh hour, ask for a review of your problem and decision.

Remember, as director you must show leadership by being a really good salesman. When presented right, you have the best product in the world to sell - SERVICE.

SKILL OF PERSONNEL Boy, is this a valuable asset to consider. I'm sure some of the country's most skilled artisans and craftsmen are employed on our campuses - because they like it there - not usually because of the money.

Let's look at some interesting varieties and assortments of skills in our employ:

The Workers

This includes craftsmen, operators, police officers bookkeepers, stenographers, gardeners, custodians, laborers among several others. As you see they may be classed as skilled - semiskilled and unskilled. All are needed to get the job done.

And then you have the Supervisors

And the questions to ask yourself and this group are:

Do they organize? Do they plan ahead? Are they responsible?
Do they delegate? Are they professional?

As with other categories we could go on, but won't for we feel you probably have a little grasp of the ideas on skill we are trying to convey.

DESIRE TO SERVE This is where I pull up the soap box, loosen my collar and really get worked up, for I feel all too few average Physical Plant employees are truly motivated and imbued with the idea of dedication to service. There are any number of prominent authors who have stated the case so eloquently - that in no other area of national endeavor is the problem for existence and survival under the American way of life more pronounced and more critical than in the field of education. And our role in the undertaking as a key staff support agency is vital.

Now with such a vital role, do we accept the challenge to serve - sometimes against terrific odds? How many times have you heard statements like "It can't be done," "It's impossible," and "Why try - I give up"? I've seen it proved that it can be done when everyone believes it can be done and really contributes. Under such circumstances the desire to serve can produce miracles. And if you produce a miracle what a morale builder! Do I like winning when they say I can't!

SAFETY In many instances I feel that this is our most maligned and neglected category, and such poor handling comes in an area where our construction, maintenance, operations and service type of organization is exceedingly vulnerable.

Key questions to ask are:

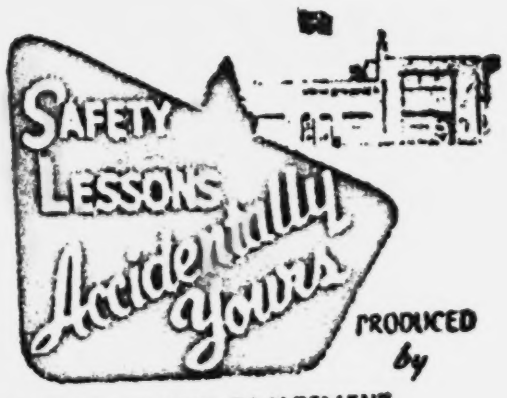
1. Are you covered with Workman's Compensation or equivalent privately financed permanent injury, or loss of life insurance?
2. Do you have a fully integrated safety program; in shops; in laboratories; in gymnasiums, swimming pools and classrooms; and on streets and walks of your campus?
3. Do you involve key members of the faculty, staff and student body in the consideration of the Safety Program on your campus?

This is so complex a problem I hesitate to go any further with it. Before I reluctantly leave safety, however, I would like to give you an idea or two for giving your departmental safety meetings a shot in the arm.

As you know there are many, many films and a wealth of literature and guide lines available for conducting safety meetings. An excellent alternative tailored to fit your organization follows:

1. Choose a dozen or more of your most frequent accidents.
2. Ask all employees involved in these accidents if they would mind helping you educate all employees so that these accidents could be avoided in the future.
3. Hire a professional photographer and go to the actual location of the accident and take a colored 35 mm picture of the employee in the exact position in which the accident occurred.
4. Then take the same employee doing the job in a safe manner that would avoid the accident.
5. Cut a dialog on a tape recorder to go with each picture.
6. Synchronize the tape, slides and captions as required. A recent title we used was "Safety Lessons - Accidentally Yours."

The time spent in the preparation of such a slide/tape presentation could be the most thought provoking safety meeting you could arrange for the principals involved. Then you have a device to show all others in your organization. And believe me, it will do a better job of getting the message over than any professionally produced film you could buy.



LOYALTY The best way to convey the importance of loyalty is to give the excellent quotation by Elbert Hubbard and we quote:

"If you work for a man--in Heaven's name work for him; speak well of him and stand by the institution he represents.

Remember--An ounce of Loyalty is worth a pound of cleverness.

If you must growl--condemn--and eternally find fault, why, resign your position--and when you are on the outside damn to your heart's content--But as long as you are a part of the institution--do not condemn it----If you do, the first high wind that comes along will blow you away, and probably you will never know why."

RESOURCEFULNESS A tabulation of some of the features of this category might be:

1. Operating efficiency.
2. Resourcefulness of all personnel - worker - leading man - supervisor - manager.
3. Long term maintenance concept.
4. Conversion technique. Do we have something that can be modified or reused?
5. Planning for future.
6. Use of latest devices vs proven use longevity. Balance between cost, installation, operation and endurance.

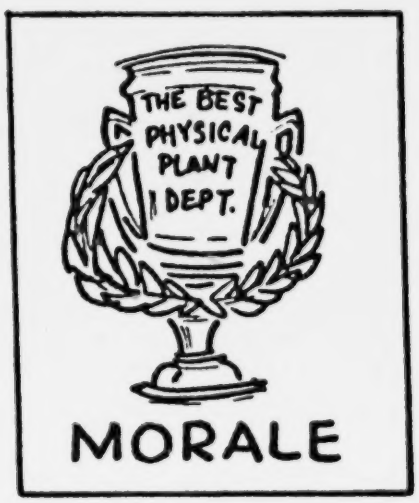
TRAINING How could we ever overlook discussing the need for a good training program in a Physical Plant organization. And yet that's just what we did in our first two editions of "A Good University Physical Plant Organization." There are all kinds of training philosophies, for both the individual and the group.

If you can afford to train your personnel by the "buddy system" with an experienced trainer being assigned to one or two beginners, this is an excellent situation. However, this process is usually too slow to enable us to train the number we now need.

As mentioned above under the Leadership and Safety categories of this paper, for group training we favor the slide/tape technique. For instance, one of our newest and most successful slide/tapes covers the myriad duties and responsibilities a custodian has beyond his primary duties of cleaning. These are: reporting fires; handling spilled chemicals, both powder and liquid; reporting suspicious actions; handling lost articles; care of keys; responsibility for security of experiments, animate and inanimate; uniform, etc. to mention a few. This 22 minute presentation has dialogs in both English and Spanish and has done a great deal to impress the average custodian with the importance of his job. The title? "Campus V.I.P. - The Custodian."

We are so sold on the slide/tape training technique that some three more presentations are projected beyond the five now in existence. The technique is inexpensive, easily revised, and quite adjustable to the amateur who can direct a professional photographer on what he wants in pictures, and can articulate his thoughts on a sensitized tape.

MORALE If your organization is fortunate enough to enjoy a vigorous, healthy, well-motivated group of employees, you're bound to have good group morale. And this morale is composed of a lot of both little and big things. The big things are referred to over and over again in this paper. They are the "nuts and bolts" of this intangible morale ingredient. It might help to list a few of the little things that help cement the morale you have earned because of your employee relations program.



1. A Service Award Pin. Appearing on the back cover of this brochure is our new service award pin, enlarged seven times actual pin size. It was presented to 65 Physical Plant employees with ten years or more of service at the University's first Service Award Party on December 29, 1965. Other departments are following the lead of the Physical Plant Department and awarding the same pin to their groups as appropriate. The pin was designed by Ralph Douglass, Professor Emeritus of Art at UNM. The three clouds represent the three American cultures present in New Mexico: Indian, Spanish, and Anglo.

2. A Certificate of Recognition. Upon retirement from UNM with ten or more years of service, an employee is given a Certificate of Recognition (see John Doe sample certificate in APPENDIX C). It wasn't until just recently, during a series of visits to the homes of this select group of employees, that we learned just how much they thought of the certificate. In several instances the "Diploma" was pointed out to us hanging in a position of honor on a living room wall.

3. A Club Maintainers. Some organization of employees is needed to provide the several services not otherwise provided in most organizations. At UNM we call it The Club Maintainers. This club provides a fund for flowers for deceased members, gifts for retiring employees, an emergency loan fund, and funds for one or two employee parties per year.

4. The Custodian Workshop. Another activity that makes a lot of points with our unsung heroes on the campus, the custodians, is our annual Custodian Workshop. In 1966 we will hold the 10th such affair, and if our program is up to standard, we will enjoy representatives from some 20-25 institutions located in at least five southwestern states. All of UNM's custodians will attend for the first day which will include a soapbox, gung-ho type speech by the guest lecturer; a practical talk on safety; a presentation on trash disposal; and a tour of one of Albuquerque's new high schools. In the evening a can of cold beer and a smorgasbord, followed by a program of frivolity and music goes a long way to make the average custodian at UNM feel that somebody really cares for him and appreciates his efforts.

5. A Departmental Newspaper. At UNM we are elated about our new little quarterly newspaper called "El Servicio Real" (The Service for Kings or the Royal Service). Now in its second year of publication, the 5½ x 8½ inch organ features news of employees, both active and retired, and enjoys an editorial staff of employees who represent each shop or section of the department.

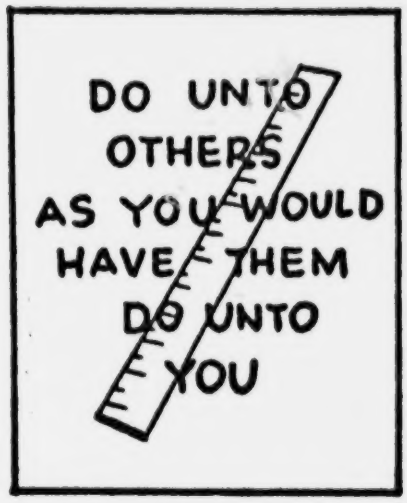
SUMMARY Well, now we have enumerated some of the high points of what we feel it takes to make a good Physical Plant Department. There is one more requirement - a catalyst to mix and blend all of these ingredients into a cohesive working program.

We can best present this final requirement by reminding you that you are working with human beings. Don't ever forget this. And because of these human beings we work with, a renaissance has been under gradual development within American organizational thinking, particularly since the early 1920's. Are you developing your organization in line with this trend, or are you bucking the trend?

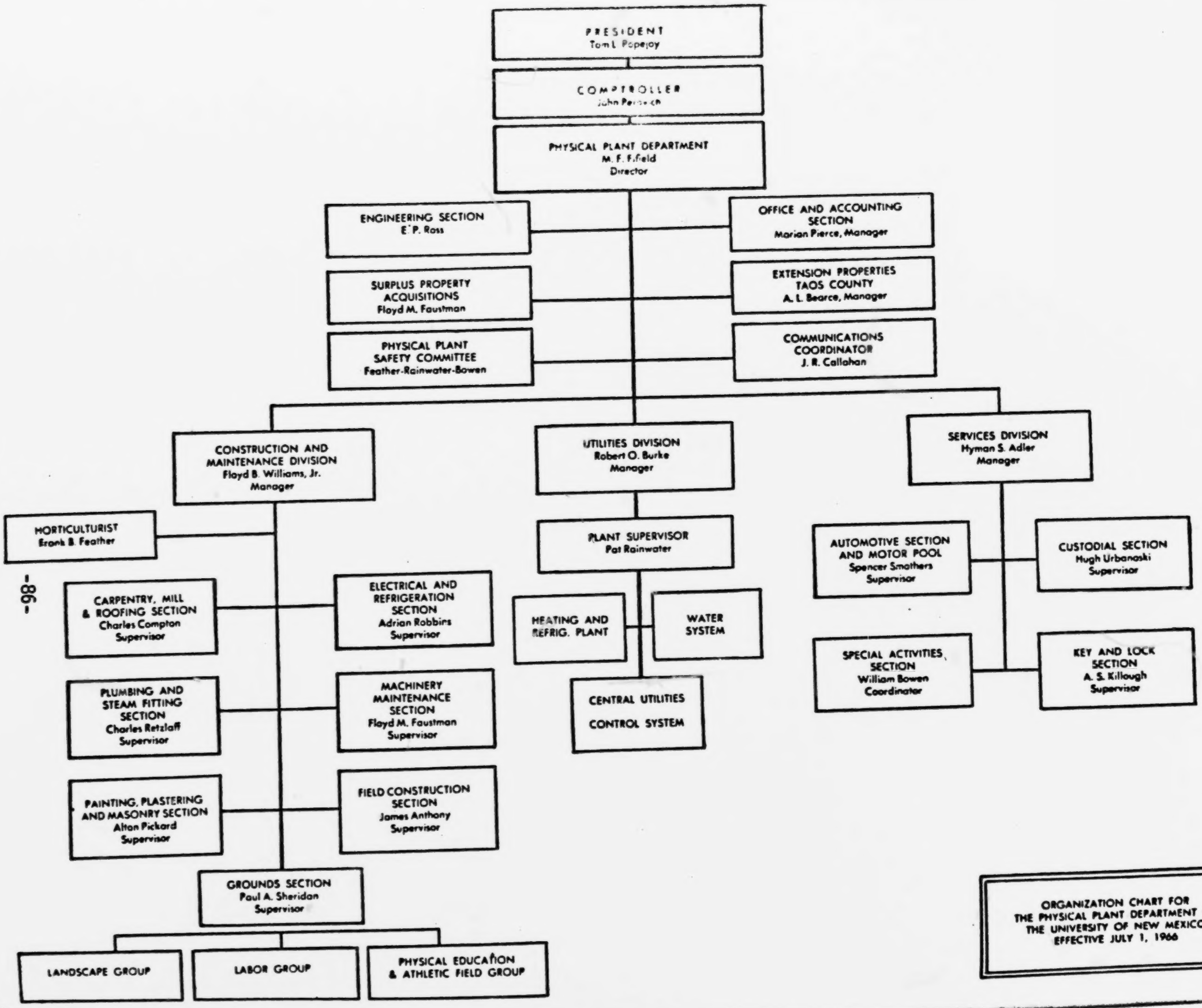
Again, referring to my favorite reference, Pfiffner and Sherwood, I am pleased to present their recap and comparison of this gradual revolution in organizational thinking. Please see APPENDIX D.

So much is all wrapped up in this excellent approach to the organization and administration of a Physical Plant Department, I would like to remind you of a simple rule of thumb you are already acquainted with, but may have forgotten. Apply it, along with the many capabilities inherent in your department, and you'll have a real department, we promise.

The Rule? Please turn the page.



SOURCE: *Modernization of Matthew 7.12*



ORGANIZATION CHART FOR THE PHYSICAL PLANT DEPARTMENT OF THE UNIVERSITY OF NEW MEXICO EFFECTIVE JULY 1, 1966

APPENDIX A

HOW FOREMEN & WORKERS RATE TEN JOB CONDITIONS

JOB CONDITIONS	WORKER RATING	FOREMAN RATING
FULL APPRECIATION of WORK DONE	1	8
FEELING "IN" ON THINGS	2	10
SYMPATHETIC HELP ON PERSONAL PROBLEMS	3	9
JOB SECURITY	4	2
GOOD WAGES	5	1
"WORK THAT KEEPS YOU INTERESTED"	6	5
PROMOTION & GROWTH IN COMPANY	7	3
PERSONAL LOYALTY TO WORKERS	8	6
GOOD WORKING CONDITIONS	9	4
TACTFUL DISCIPLINING	10	7

SOURCE: From article, "Do You Know Your Worker's Wants," published in 1946 FOREMAN FACTS by the Labor Relations Institute of New York.

THE UNIVERSITY OF NEW MEXICO

Certificate of Recognition

ON THE OCCASION OF HIS RETIREMENT FROM ACTIVE SERVICE WITH THE UNIVERSITY OF NEW MEXICO THIS CERTIFICATE OF RECOGNITION AND APPRECIATION IS AWARDED TO

JOHN DOE

FOR ELEVEN YEARS OF FAITHFUL SERVICE WITH THE PHYSICAL PLANT DEPARTMENT

PRESENTED THIS TWENTIETH DAY OF DECEMBER NINETEEN HUNDRED AND SIXTY-TWO

PRESIDENT OF THE UNIVERSITY

COMPTROLLER OF THE UNIVERSITY

DIRECTOR OF THE PHYSICAL PLANT

APPENDIX D

TRENDS IN ORGANIZATION THEORY

A Quick View

FROM	TO
Traditionalism	Social Dynamics
Job-Task Hierarchy	Social Process
Efficiency as a Mechanical Process	Efficiency as a Human Process
Organization as a Bureaucratic Structure	Organization as a Social Institution
Control through Command	Control through Communication
Authority from the Top Down	Authority from the Group
Leadership by Authority	Leadership by Consent
Decision as an Individual, Highly Centralized Act.	Decision as Collegial, Situational
Regimented Work Environment	Democratic Work Environment
Technological Change by Fiat	Technological Change by Consultation
Social or Financial Incentive	Social and Financial Incentives
Job as Subsistence	Job as Satisfying Experience
Planning as Crisis Technique	Planning as Formalized Process
Incomplete and Delayed Information	Complete and Current Information
Policy and Administration Dichotomy	Policy and Administration Continuum
Profit with Buccaneering	Profit with Social Responsibility

SOURCE: Developed by Emery E. Olson on the basis of materials prepared by John M. Pfiffner. Some modifications have been made by the authors of ADMINISTRATIVE ORGANIZATION

APPENDIX E

THE FUNCTIONS AND MECHANICS OF A GOOD COMMITEE

1. Avoid appointing committees larger than seven members unless necessary to obtain representation of all relevent points of view. Try to set up conditions of size, seating, and time allowed so that each member has an adequate opportunity to communicate directly with every other member.
2. Avoid appointing committees as small as two or three members if the power problem between members is likely to be critical.
3. Choose members who will tend to fall naturally into a moderate gradient of participation. Groups made up entirely of high participators will tend to suffer from competition. Groups made up exclusively of the opposite type may find themselves short on ideas.
4. Avoid the assumption that a good committee is made up of one leader and several followers. Laboratory findings, while still tentative, indicate that the man who is judged by the group members to have the "best ideas" contributing to the decision is not generally the "best liked." There are two separate roles: task leader and social leader. Try to provide the group with leaders to fill these roles who will support one another.
5. In actual procedure, start with facts if possible. Even when the facts are thought to be well-known to all the members, a short review is seldom a waste of time. A good general procedure is probably to plan to deal with three questions on each major agenda item:
   "What are the facts pertaining to the problem?"
   "How do we feel about them?"
   "What shall we do about the problem?"
   This is probably the preferred order. Take time to lay the groundwork before getting to specific suggestions, the third stage. It may be noted that the order recommended is the exact opposite of that which is characteristic of formal parliamentary procedure.
6. Solicit the opinions and experiences of others, especially when disagreements begin to crop up. People often think they disagree when actually them simply are not talking about the same experiences. Try to get past the words and general statements the other man uses for the experiences he is trying to represent.
7. When somebody else is talking, listen and keep indicating your reactions actively. Most people are not much good at reading your mind. Besides that, they need the recognition you can give them by your honest reaction, whether positive or negative.
8. Keep your eyes on the group. When you are talking, talk to the group as a whole rather than to one of your cronies or to one of your special opponents. Search around constantly for reactions to what you are saying. A good deal of communication goes on at a subverbal level. Nothing tones up the general harmony of a group like a good strong undercurrent of direct eye contact.
9. When you scent trouble coming, break off the argument and backtrack to further work on the facts and direct experience. In some instances the best way to get started on a cooperative track again after a period of difficulty is to agree to go out and gather some facts together by direct experience.
10. Keep your ear to the ground. No recipe or set of rules can substitute for constant, senstive and sympathetic attention to what is going on in the relations between members. Do not get so engrossed in getting the job done that you lose track of the first prerequisite of success; keeping the committee in good operating condition.

SOURCE: As published in The Management Review on the findings of the Laboratory of Social Relations at Harvard University, 1947.